

Hamline University Educational Psychology EDU 3250, 4 Credits
Spring 2005
February 2, 2005-May 13th, 2005

Course meetings: Section 04: MWF 9:10-10:10 Bush Library 202
Final: 10:00-12:00 Monday, May 16th, 2005—same room
Section 05: MWF 11:30-12:30 Giddens Learning Center 106 W
Final: 10:00-12:00 Wednesday, May 18th—same room

Instructor Information: Dr. Jean Strait
Office: 232W Giddens Learning Center
Phone: 651-523-2981 (office) 651-780-1844 (home)
Email: (home) drjstrait@comcast.net
(Hamline) jstrait02@gwhamline.edu

Office Hours: M-W-F 10:15-11:15, and 12:30-2:00
T/Th 1:30-3:00 or by appointment

Required Texts:

1. Woolfolk, Anita (2004). Educational Psychology, 9th edition, Allyn and Bacon.
(ISBN—0-205-36692-9) AND YES, IT NEEDS TO BE THIS ADDITION!

Recommended readings, articles, etc. will be handed out in class. Please be prepared to read and use this textbook—we use it everyday in class.

Course Description: The goal of this course is to develop a working knowledge of various principles and theories based in the discipline of psychology and the practical application of these formulations to the teaching/learning process. The content includes theories of learning, motivation and intelligence; theories of cognitive, social, and emotional development; influences of social and cultural background on development and learning; assessment and evaluation; theoretical basis for instructional models; theoretical basis of strategies for managing the learning environment.

Prerequisites: None. Concurrent enrollment in EDU 3150 is recommended.

Shared vision of the professional education program, Hamline University: Adopted June 2003.

The Professional Education Program at Hamline University is committed to developing teacher-leaders who: promote equity in schools and society, build communities of teachers and learners, construct knowledge, and practice thoughtful inquiry and reflection.

The Professional Education Program at Hamline University is committed to developing teachers-leaders who:

Promote Equity in Schools and Society

- Understand the role education has played and plays in shaping society
- Value all children and youth regardless of race, class, gender, exceptionality, home language, or other social, physical, or cultural characteristics
- Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning
- Act as agents of change in their classrooms, schools, and communities

Build Communities of Teachers and Learners

- Construct supportive communities with learners and colleagues
- Recognize that teaching and learning are social and cultural processes
- Create physically and psychologically welcoming environments that foster self worth

Construct Knowledge

- Understand that bodies of knowledge are constructed and interpreted
- Transfer theoretical, foundational and pedagogical knowledge to practice intentionally
- Use best practice, including technology, in the construction of learning

Practice Thoughtful Inquiry and Reflection

- Reflect on practice to improve teaching and learning
- Research issues related to educational practice and theory
- Use practice as a basis for more in-depth study

COURSE OUTCOMES: STANDARDS OF EFFECTIVE PRACTICE FOR BEGINNING TEACHERS (SEPBT Standards):

(see also Appendix in Woolfolk p.581-597)

The pre-teacher:

1A: understands the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to disciplines taught.

2A. understands how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning.

2B. understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

- 2C. understands expected developmental progressions of learners and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive) is able to identify levels of readiness in learning and understands how development in one domain may affect performance in others.
- 3A. understands and identifies differences in approaches to learning and performance, including varied learning styles, multiple intelligences, and performance modes; and knows how to design instruction that uses students strengths as the basis for continued learning.
- 3C. understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
- 3D. understands how to recognize and deal with dehumanizing biases, discrimination prejudices and institutional racism and sexism.
- 3E. understands how a student's learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family and community values.
- 4B. understands the cognitive processes associated with various kinds of learning and how these processes are stimulated.
- 5A. understands human motivation and behavior and draws from the foundational sciences of psychology, anthropology, and sociology, to develop strategies for organizing and supporting individual and group work.
- 5D. knows how to help people work productively and cooperatively with each other in complex social settings.
- 5F. knows factors/situations that promote/diminish motivation and knows how to help students become self-motivated.
- 5G. understands how participation supports commitment.
- 5J. recognizes the relationship of intrinsic motivation to student lifelong growth and learning
- 6A. understands communication theory, language development, and the role of language in learning.
- 8B. understands the characteristics, uses, advantages and limitations of different types of assessments including criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work.
- 8C. understands the purpose of and differences between assessment and evaluation.

- 8D. understands measurement theory and assessment-related issues, including validity, reliability, bias and scoring concerns.
- 9B. understands methods of inquiry, self-assessment, and problem-solving strategies for use in professional assessment.
- 9C. understands the influences of teachers' behavior on student growth and learning.
- 9E. understands the role of reflection and self-assessment on continual learning.
- 10D. understands the concept of addressing the needs of the whole learner.

COURSE OUTCOMES - HAMLINE PLAN

Writing Intensive Outcomes (“w”)

Students will:

- w1) write clearly, concisely, coherently and engagingly
- w2) review and evaluate own work for rewriting and revising
- w3) coordinate arrangement of introduction, paragraphs and conclusions
- w4) use spell checkers with the appropriate cautions
- w5) proofread own writing consistently and carefully
- w6) read a peer's draft carefully and critically
- w7) generate appropriate global and local feedback for peers
- w8) document, attribute and cite sources and paraphrase accurately and honestly

Individual Ability in Learning Outcomes (“Q”)

Students will:

- Q1) use service-learning to explore, investigate, and reflect on theory to practice.
- Q2) identify for themselves question(s) for independent investigation that will incorporate readings and class discussions on development.
- Q3) select inquiry methods best suited to their subject, including Piagetian tasks, clinical interviews, and focused observations (observation project).
- Q4) write a formal research proposal that clearly describes specific hypotheses and methods.
- Q5) present their research as an oral research report, a written research report, or as a poster presentation

COURSE OUTCOMES – Computer Intensive (“c”)

- c1) Students will word process their papers and projects
- c2) Students will use e-mail for communication with peers and with instructor
- c3) Students will use e-mail attachments to review/edit group products
- c4) Students will use CLICNET to locate sources for papers
- c5) Students will add entries to an electronic portfolio
- c6) Students will use blackboard format to communicate to class members and gain additional information for the class (this includes grades).

PROFESSIONAL DISPOSITIONS CODE and CODE OF PROFESSIONAL ETHICS:

It is expected that you think of yourself as a professional and a collaborative member of this learning community. Self-responsibility, a positive attitude, and dispositions that demonstrate respect for learners, parents, peers, and professors with whom you interact during this course are expected and highly valued. The dispositions that you self assess during this program are: intellectual curiosity; caring and empathy for students as unique individual; intrinsic motivation; risk taking and adventuresome; tolerance for ambiguity and paradox (complexity); intellectually careful; perseverance and patience; truth and honesty; optimism, hope and humor; and, your ability to view classrooms as collaborative learning communities.

***GOOD TEACHING CANNOT BE REDUCED TO A TECHNIQUE.
GOOD TEACHING COMES FROM THE IDENTITY
AND INTEGRITY OF THE TEACHER.
(Parker Palmer, 1998, COURAGE TO TEACH)***

CLA ACADEMIC HONOR CODE

Statement of purpose: Every member of the Hamline community—students, faculty, administrators, and staff—is responsible for upholding the highest standards of academic integrity at all times. The assumption that academic work is an honest reflection of one's knowledge and skills is fundamental to the integrity of the College Of Liberal Arts and to the value of a Hamline diploma. If students at an institution of higher education develop a reputation for receiving grades based on honest work, GPA's and academic degrees held by all students from that institution of higher education develop a reputation for receiving grades based on honest work, GPA's and academic degrees held by all students from that institution are valued more highly. The CLA faculty subscribe to standards of academic honesty in their research and teaching. Every person in the College is responsible for adhering to the principles of the Academic Honor Code. Violations of the Honor Code include cheating; plagiarizing; submitting, without permission a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials; using materials in an unauthorized manner; misrepresenting academic records; and/or facilitating academic dishonesty.

Violations of the Academic Honor Code will be dealt with seriously. If the student is engaged in academic dishonesty in a class, the faculty member may decide on a sanction for the student (ex. assign a failing grade for the course). The student will be informed of the alleged violation, the evidence upon which the allegation is based, and the sanctions to be imposed. The faculty member will file a violation form with the Office of the Dean of the College, which will maintain a permanent record of reported student violations. Students may appeal to the Chair of the Department in which the class is housed. Should a student be dissatisfied with the decision of the Department Chair, the student may appeal to the Office of the Dean of the College. The decision from that office will be

final. Violations and sanctions will be considered by the Chair of the Department of Education. These violations may impact the Chair's willingness to support your continued participation in the Department of Education and/or the Chair's decision to sign your licensure application.

Special Accommodation:

Students with special needs should contact the instructor and Deb Holtz, the director of Disability Services at Hamline University as soon as possible. She can be reached at 651-523-2521 or email at dholtz02@gwhamline.edu

Requirements:

Participation: Attend and contribute to class meetings. Students missing more than three hours class time will receive grade reductions accordingly.

Readings: Complete assigned readings prior to each class meeting.

In-class discussions: All students will work in both large and small group settings to complete work for the class.

Journals and Reflection papers: These will be assigned with the purpose of capturing reflective thought about our learning.

Assignments: Both in-class and out of class assignments will be given. Students are required to complete each as noted on due-dates. **Only prearranged late work will be accepted otherwise, it will not be accepted.** ALL assignments must be typed in proper form and style (APA) with appropriate grammar, spelling, and punctuation.

E-folio: Each student will create/update their e-folios for this class and post all work from this class in the e-folio.

Grading Procedure: There are several components to your final grade for this course. Each assignment will be discussed further in class. These assignments include:

1. **Clinical placement(Education Minors)—this course coincides with the school and society clinical. Activities for educational psychology can be completed in the same 30 hour clinical requirement.** Those taking the class to meet the Hamline Plan requirements will be completing a required placement in service-learning for this assignment. A community service diary will be completed as you do your work and turned in at the end of the semester to receive credit. (50 points).

2. **Learning Analysis Journals:** These two-page typed documents are thoughtful written reactions to your service-learning assignment in light of what you are learning in this course. A total of three journals are due and are worth 5 points each (see course schedule for due dates), (15 points).

3. **Reflection papers:** These two-page journals are reflections that will tie textbook knowledge with prior knowledge. A total of two reflection papers are due and are worth 10 points each. (20 points).
4. **Observation Project:** This project involves a systematic observation of three children of different chronological ages. You will observe children at the age which you intend to teach. A packet of information will be handed out in class which explains this project in detail. (20 points).
5. **Myers-Briggs Profile:** This project gives each student a chance to see how they perceive themselves and how students will perceive them. This is a good method to identify teaching styles. We will complete this in the first few classes. It is placed on a website for our use. (5 points).
6. **Group presentation project:** Each student will participate in a group presentation of a topic to be announced at a later date in the course. (10 points).
7. **Practice teaching exercise:** Each student will prepare and deliver a developmentally-appropriate learning experience to his or her classmates. (20 points)
8. **Peer Reviews of group projects and practice teaching:** Each student will be required to complete a peer evaluation of each group project and each practice teaching worth 10 points each (20 points).
9. **Class participation/Study guides:** For class participation, study guides and written work will be done in class. Because contact hours are so important to course content, work done in class cannot be made up. Study guides will be completed in and out of class. If you attend only half the class, only half credit will be possible. (30 points).
10. **Portfolio:** Each student will submit a portfolio for review on 5/4/05. Portfolio development will be discussed the first week of class. (30 points).
11. **Quizzes:** Three quizzes will be given in class throughout the semester on readings, in class information. Please see the syllabus outline for scheduled dates. Each is worth 20 points. (60 points).
12. **Final test:** Each student will complete a take home final exam to be presented at the final scheduled date (20 points).

Late work will be accepted the following class period for half credit. After that, it will not be accepted.

Grading system:**A=288-300 A-=273-287 B=258-272 B-243-257 C= 228-242****C-=213-227 D=198-212 D-=183-197 F =182 or lower****Assessment Expectations:**

A combination of projects, papers, journals, presentations, role play, text and portfolio will be used to assess students' attainment of the SEPBT standards, the Hamline plan outcomes, and the Technology outcomes aligned with this course. The focus will be on performance-based assessment strategies, as indicated by the assessment descriptions that follow.

Assessment Item	Standards Assessed	Point Value
Observation Project	w1, w2, w3, w4, w5	20
Community Service Diary	c1,c2,c3,c4,c5,c6 2B,2C, 3D, 3E, 9C Q4	50
Peer Reviews of group projects and practice teaching	c1,c2,c3,c4,c5,c6 w6, w7	20 30
study guides	5A5D,5G, 9E, 10D	5
Myers-Briggs Profile		
Learning Journals 1-3	w1, w2, w3, w4, w5, w8	15
Group projects	Q1, Q2, Q3,Q4	10
Reflection papers	c1,c2,c3,c4,c5,c6 1A, 2B, 2C, 3E, 4B, 6A, 8C, 8D, 9B	20
Synthesis of Teaching—	w1, w2, w3, w4, w5, w8	20
Practice teaching and packet	c1,c2,c3,c4,c5,c6	30
Clinical and Service-Learning(in community service diary)	1A, 2A, 3A, 3C, 4B, 5D, 5G, 6A, 8B, 8C, 9C, 9E, 10D	
Electronic Portfolio		
Quizzes and Final Test	1A, 3C, 3E, 5A, 5D, 5F, 5J, 8B, 8C, 8D c1,c2,c3,c4,c5,c6	60 20
TOTAL POINTS POSSIBLE		300

Course Schedule: This schedule may change because of unforeseen circumstances.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
2/2	Introduction/Syllabus	What is a good teacher? Read Ch. 1
2/4	Chapter 1 Begin group project sign-ups	Student expectations
2/7	Begin Ch. 4 Individual differences Do Myers-Briggs profile	Read Ch. 4
2/9	Guest Speaker—Megan M. from Career Services	
2/11	Finish Ch. 4-Implications for teaching Group Presentation #1	Reflection paper #1 Peer reviews due
2/14	Begin Ch. 2 cognitive dev.	Read C. 2
2/16	How does all this impact learning language? How does this impact teaching?	Oral lang. Handout
2/18	Group Presentation #2 today Quiz #1 (Ch. 1,2,5)	Peer reviews in class
2/21	Introduction to observation project Begin Ch. 3 Personal, social, and moral dev.	Begin working on this Read Ch. 3
2/23	Computer Lab day—portfolios, profiles	
2/25	Developmental risks Group #3 Presentation	add to the Obs. Project Peer reviews due
2/28	Begin Ch.5 Culture and Community	Read Ch. 5
3/2	Finish intelligences—web discussion	Reflection paper #2 due
3/4	Group presentation #4 today Quiz #2 (Ch. 3/4)	Peer reviews due
3/7	Ch. 6 Behavioral Views of learning	Read Ch. 6
3/9	Study guide review	Start Group worksheets
3/11	Group presentation #5 today Start on Ch. 7 Cognitive Views of learning	Peer reviews due Read Ch. 7

3/14 Cont. on Ch. 7—developmental video Learning Journal #1 due

3/16-3/19 Jean at the NYLC conference in Long Beach—Independent work on e-folio and clinical at this time.

3/21-3/25 SPRING BREAK

3/28 Finish Ch. 7 Learning Journal #2 due

3/30 Begin Ch. 8—Complex Cog. Processes Read Ch. 8

4/1 Group presentation #6 peer reviews due
Quiz #3 Read Ch. 9

4/4 CH. 9 Social Constructivist Views of learning

4/6 Study skills what are they and
how do they promote thinking?
Group presentation #7 Peer reviews due

4/8 Ch.11. Creating Learning Environments Read Ch. 11

4/11 Practice teaching directions begin the plans
Ch. 12 Teaching for Learning

4/13 Group # 8 presentation finish Ob. Projects
Computer Lab

4/15 Observation Projects due Read Ch. 10

4/18 Ch. 10 Motivation
Four ways to understand motivation

4/20 Ch. 13--Classroom Management Read Ch. 11
Creating our own management plan Learning Journal #3 due

4/22 How do you handle conflict? Complete and score
Group #9 Presentation

4/25 Ch. 14 Classroom Assessment Read Ch. 14

4/27 Ch. 15 Assessment and Evaluation Read Ch. 15

4/29 Finish Assessment and prep.
Practice teaching

5/2 Practice teaching presentations 1-4 Peer evals. Due each day

5/4	Practice teaching presentations 11-15	Peer evals. Due each day
5/6	Practice teaching presentations 16-20	Peer evals. Due each day
5/9	Practice teaching presentations 21-25	Peer evals. Due each day
5/11	Practice teaching presentations 26-30	Peer evals. Due each day
5/13	Make-up day and portfolios due	

All outstanding assignments must be completed by 5PM May 13, 2005. Any variance from these deadlines must be pre-arranged with the instructor

Service Learning

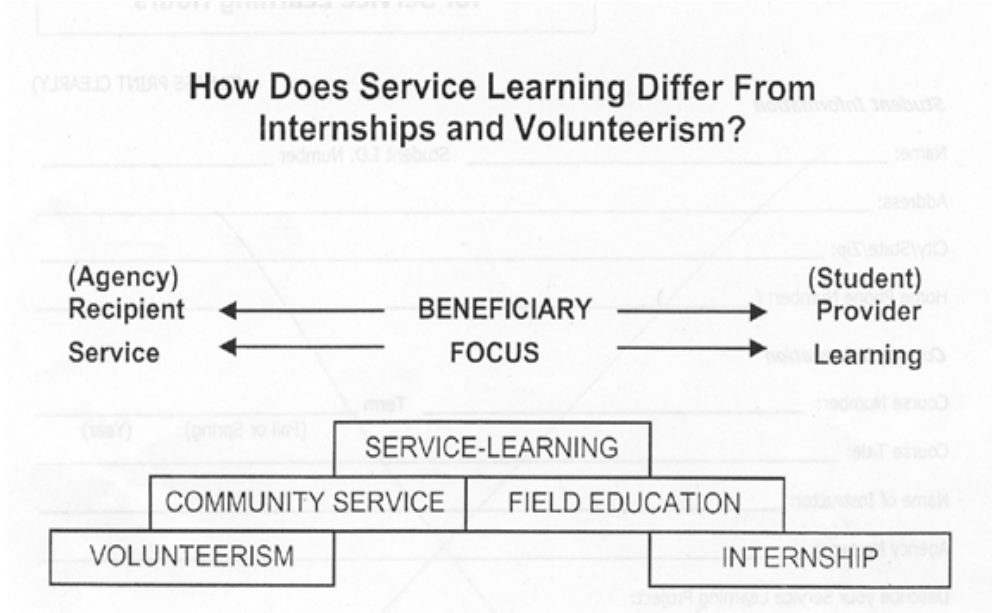
What is service learning? Simply put, service learning is a teaching methodology that combines community service with classroom instruction in a mutually beneficial collaboration. We can clarify this definition by looking at three essential aspects of service learning: it is reciprocal, it involves reflection, and it aims to cultivate a sense civic responsibility.

Service learning must be reciprocal in that the "agency" (where the service is done by students), and the students themselves, both gain from the experience. In part, this is what makes service learning different from volunteering, because students are not just providing a service to the community. Rather, they are participating in a substantive activity that fulfills a community need, AND the students are using skills, applying theories, and integrating course content while they serve. They are engaged in "learning by doing," extending the walls of the classroom to the community at large. Students benefit from the opportunity to practice skills and gain experience, while the agency benefits from the service the students provide.

Service learning must involve reflection in order to be an effective teaching technique. Students must engage in the process of thinking critically about connections between their service and the academic content. They must apply the subject matter from the classroom to the service they are performing. This can be done through writing journals, participating in classroom discussion or on- line "chats," preparing research papers, conducting self evaluations, etc. There are unlimited ways instructors can engage students in thinking about and connecting the course content to the service they provide. These reflection activities are where the "learning" of service learning takes place.

Service learning aims to cultivate civic responsibility by helping students experience and understand their community, and to fulfill community needs. One of the goals of educational institutions is to help students become responsible citizens: to see themselves as a part of the community, and to recognize their roles in making society a better place. Through service learning, we can provide opportunities for students to develop into a responsible citizenry.

Written by Michelle Neaton, at Century College, for the CTL newsletter.



Andrew Furco describes service learning as falling midway on a continuum between volunteerism and internships. Volunteerism engages students in activities emphasizing the service that is provided, with the agency being the primary beneficiary. Internship programs engage students in activities providing hands-on experience that enhance particular areas of study or career planning, with the student being the primary beneficiary. Service learning lands squarely in the middle, with the agency and the student benefiting equally.